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ABSTRACT

This 3-year longitudinal study was conducted in order to help students, enrolled in a graduate level teacher certification program designed for career change individuals, clarify their beliefs and perspectives about teaching and develop skills in reflective analysis. The study used perspectives including attitudes, values, beliefs, and behaviors, as a conceptual framework for understanding the interactions between individuals and school contexts during preservice and beginning teaching. Participants consisted of 49 individuals representing a highly select group in terms of academic preparation and/or work experience, interpersonal communication skills, and commitment to teaching. The techniques used for data collection were autobiographical interviews; concept mapping; stimulated recall interviews, and classroom observations with follow-up interviews. The study has identified seven teaching perspectives. Findings suggest that (1) the program attracts individuals who are as interested in students as they are in teaching; (2) students enter the program with a variety of teaching perspectives; and (3) teacher education programs should be flexible and personalized, especially in field placements, self-reflection, and the study of alternative models of teaching. (LL)

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# A STUDY OF TEACHING PERSPECTIVES HELD BY CAREER-CHANGE PRESERVICE AND NOVICE TEACHERS IN AN ALTERNATIVE TEACHER EDUCATION PROGRAM*

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A Study of Teaching Perspectives Held by Career-Change Preservice and Novice Teachers in an Alternative Teacher Education Program

For three years we have been working with students enrolled in the Teacher as Decision Maker Program, a graduate level teacher certification program designed for career change individuals. In our efforts to help students reach their goal of becoming middle or secondary school teachers, we have developed a variety of data gathering techniques that serve simultaneously as tools for research, instruction, classroom decision making, and self reflection (Bennett 1991). We have become increasingly interested in using teaching perspectives as a conceptual framework for understanding the interactions between individuals and school contexts during preservice teaching and the first few years of actual classroom teaching.

Since our students enter the program in cohorts of up to twenty individuals, move through the 12-14 month program as a group, and are followed up by us during their first three years of teaching, we have an opportunity to conduct longitudinal research. Although previously we have studied the development of professional knowledge schemata among Teacher as Decision Maker Fellows (Bennett and Powell, 1990; Powell, 1990), our current research is more holistic. We are now attempting to study the knowledge, attitudes, values, beliefs, and behavior, that comprise our students' teaching perspectives.

## TEACHER PERSPECTIVES

The term "teacher perspective" is used by researchers in the areas of both teacher socialization and teacher thinking. Drawing on the literature of occupational socialization, teacher socialization researchers derive their definition of teacher perspective from Becker et al: "...a coordinated set of ideas and actions a person uses in dealing with some problematic situation" (Zeichner, Tabachnick, and Densmore 1987, p.31). Lacey (1977) uses Becker's definition but excludes the element of action. Zeichner et al., on the other hand, maintain that, since thinking and behavior are "inseparable," "...both language and behavior are needed for a complete expression of perspectives" (Zeichner, Tabachnick, and Densmore, p.31). Both Lacey and Zeichner view the expression and development of perspectives as a more creative and interactive process than has been assumed by some researchers (Zeichner and Gore 1990). But, while Lacey speaks of "teacher perspective" in the singular, emphasizing the "shared experiences and common problems" of teaching (p.14), Zeichner has been exploring the individual differences among teacher perspectives, as well as their relationship to institutional and cultural factors (Zeichner, Tabachnick and Densmore 1987).

Researchers in teachers' thought processes tend to focus on the individual nature of perspectives: "The purpose of research

in teachers' implicit theories is to make explicit and visible the frames of reference through which individual teachers perceive and process information" (Clark and Peterson 1986, p. 287). Terms used by teacher thinking researchers such as "implicit theories," "personal perspectives," "conceptual system," "construct system," and "practical knowledge" may be interchangeable with "teacher perspective" in that they share the idea "that a teacher's cognitive and other behaviors are guided by and make sense in relation to a personally held system of beliefs, values, and principles" (Clark and Peterson 1986, p. 287). According to Kagan's recent critique, however, too few researchers of teachers' thought processes have provided "evidence concerning the relevance" of their research "to classroom life," that is, evidence of "ecological validity" (Kagan 1990, p. 422).

The definitions of "teacher perspectives" used by researchers in the two fields seem to us to differ more in emphasis than in substance. For the purposes of this study, a perspective refers to the personal attitudes, values and beliefs, principles and ideals that help a teacher justify and unify decisions and actions. A perspective provides the lens through which teaching is viewed and affects the way teaching is perceived and interpreted.

This study of the teacher perspectives of inservice and preservice middle/secondary level teachers will address some of the issues that are currently being debated in the area of

teacher perspectives. Specifically, we intend to explore: 1) the relationship between perspectives and gender; 2) the relationship between perspectives and subject area; 3) the question of stability in teaching perspectives; 4) the interaction between teaching perspectives and institutional contexts (e.g. university coursework, field experiences, and job placement). We concur with researchers who have found that dichotomous models or models based on theoretical taxonomies have oversimplified differences among teachers' perspectives, and we will offer a tentative model and metaphor which has helped us to think about the perspectives of the preservice and inservice teachers with whom we work. As we attempt to illuminate the values, attitudes, and beliefs of these individuals and ultimately to understand how these predispositions are played out in the classroom, we keep in mind Kagan's caveat that "teacher perspective," like "teacher cognition," is primarily"...a place holder... a heuristic device, a vehicle for probing...that elusive phenomenon, good teaching" (Kagan 1990, 460).

## METHODS

### PARTICIPANTS

This study involves forty-nine Teacher as Decision Maker Fellows who have entered the program since its inception in 1988. The Fellows represent a highly select group in terms of academic preparation and/or work experience, interpersonal communication skills, and commitment to teaching. They range in age from 23-51 and come from many careers, including law, banking, business,

homemaking, engineering, nursing, theater, social work, and college teaching. Their areas of teacher certification are as follow: fourteen in social studies, thirteen in science, thirteen in English, four in math, and five in foreign language. Twenty males and twenty-nine females comprise the group.

For each cohort of 16-20, a diverse sample of six Fellows was selected for more indepth study and follow up during their first three years of teaching. Criteria for selection included teaching perspective, school location (e.g., rural, suburban, or urban), grade level, and content area.

PROGRAM FEATURES

The decision maker theme provides a conceptual framework that underlies the program's goals, rationale, university course work, and field experiences. It is based upon a model of decision making that identifies six important areas of knowledge and skill that influence classroom decision making: the nature of the learner, the nature of the subject area, general pedagogy, specific subject matter pedagogy, school context, and self as teacher. (See Appendix)

Guided by this model, the overall program is designed to help students clarify their beliefs and perspectives about teaching and develop skills in reflective self-analysis and observation of teaching/learning processes. By focusing upon middle and secondary school students, the program presents ways of diagnosing important learner characteristics and abilities, and examines how they interact with ethnicity, gender, and socio-

economic background. The program also develops a repertoire of teaching/learning strategies for heterogeneous classrooms in middle and secondary schools. It is designed for individuals who have acquired a strong academic and/or experiential background in their subject area and can apply this knowledge to teaching decisions.

In addition, the program is designed to enhance the Fellows' knowledge and understanding of ethnic diversity and increase their awareness of the state of the planet. An ultimate goal is to enable them to translate this knowledge and understanding into curriculum plans and instructional decisions that will foster global and multicultural learning with their future students, irrespective of whether these students are multiethnic or monoethnic.

DATA COLLECTION

Four techniques were used to study the Fellows' teaching perspectives during the program and during their first years of teaching: autobiographical interviews, concept mapping, stimulated recall interviews, and classroom observations with follow-up interviews. To date, all data have been collected "blindly" in that Fellows' teaching perspectives were not identified prior to the first year of teaching for cohorts 1 and 2, or prior to student teaching for cohort 3.

Autobiographical Interviews

Each year, upon entering the program, the Fellows were interviewed by an assistant hired by the program director.

Interviews averaged an hour in length and were taped and transcribed.

Interview guidelines were field tested with the first cohort of Fellows and were used with each new cohort. The questions were grouped according to personal background data; early socialization, including school experiences; teaching perspectives, including motivations, values and conceptions of teaching; conceptions of knowledge in the selected content area; and the role of schooling in society. Those questions that explored the Fellows' teaching perspectives were included in the follow-up interviews during novice teaching.

Concept Mapping

Using free association concept mapping procedures (Beyerbach, 1988), Fellows were asked to construct concept maps around the central organizing concept of "teaching." Maps were created at four strategic points in time: on the first day of the program to examine their entry-level perspective of teaching; at the end of the intensive summer program; at the end of their pre-student teaching practicum and course work in the fall semester; and at the end of student teaching. Fellows were interviewed immediately after completing their first and last concept maps, and were asked to explain their maps and interpret their development over time.

Stimulated Recall Interviews

Four lessons taught by each Fellow at strategic times in the program were videotaped and analyzed in a follow-up interview

that was taped and transcribed (Bennett and Powell 1990). Lesson one was the Fellows' first lesson taught in the microteaching lab during the first week of the program. Lesson two was taught during the fall pre-student teaching practicum. The third and fourth lessons were taught at the beginning and end of student teaching. During the first year of teaching, the process continued with the six Fellows from each cohort selected for indepth follow-up.

Classroom Observations and Follow-up Interviews

During their first and second years of teaching, the selected Fellows were videotaped for at least one full class period. A two person research team conducted the observations, one to take careful notes, the other to operate the camera and conduct the follow-up interview. The follow-up interviews asked teachers to describe their classrooms and feelings about teaching, together with questions related to teaching perspectives (e.g. values and conceptions of teaching and learning, conceptions of knowledge in their content area, and the role of schooling in society). All follow-up interviews were taped, transcribed and analyzed for the selected Fellows, and all classroom videotapes have been retained for ecological validity checks (Kagan, 1990).

Informal classroom observations and Follow-up interviews were conducted throughout student teaching for all Fellows in all cohorts. Records were kept in the form of research notes.

DATA ANALYSIS

Each Fellow was assigned a coded I.D. number to indicate the cohort, individual, subject area, and gender. Transcript segments of the autobiographical interviews that reflected teaching perspectives were pasted on 5X7" cards coded with the corresponding I.D. number. The segments included answers to questions such as: "What is teaching?" "What does teaching mean to you?" "How would you describe a good teacher?" "What are the most important characteristics of a good teacher?" Cards were then sorted into categories that yielded the seven teaching perspectives described in the findings below. To help ensure reliability of these perspective categories the two researchers sorted the cards independently, discussed and resolved their discrepancies, and developed a set of descriptions. A third person not involved in the research independently categorized a sample consisting of one third of the Fellows' responses. Inter-rater reliability was .78. Teaching perspectives were further clarified by examining the Fellows' responses to several additional interview questions: "When did you first think about becoming a teacher?" "What are your main reasons for wanting to teach?" "What is the importance of (content area)?" "What is the role of schooling in society?" The consistency of the answers to these questions and the preceding ones helped confirm our descriptions of the teaching perspectives.

Similar categorization procedures were used to analyze qualitatively each set of concept maps. Maps 1,2,3, and 4 were

analyzed separately. The primary words or phrases on each Fellow's individual maps were written on 3X5 cards and clipped together. Overall, ten categories emerged from the maps, with some categories (5) staying constant across all maps and some (5) appearing only in one or two maps. The majority of maps could be categorized based on the concept cards alone. In the remaining cases the original maps and concept map interviews were studied to ascertain the teaching perspective revealed in the map. Inter-rater reliability of the map categories was .90.

A teaching perspective profile based on the autobiographical interview segments and the 3-4 concept maps was created for each of the 49 Fellows. The profiles were then sorted to examine trends by gender, subject area and cohort. Videotapes of classroom teaching and follow-up interviews were used to document the ecological validity of the teaching perspectives.

## FINDINGS

### INITIAL TEACHING PERSPECTIVES

Seven teaching perspective types emerged from the analysis of the autobiographical interviews. Ten concept map categories (see descriptions in Table 1) emerged and tended to support one or more of the seven initial teaching perspective types. Similarities and differences emerged between the teaching perspectives of females and males, and among the five subject areas. These data and trends are shown in Table 2.

#### The Scholar Psychologist

The predominant teaching perspective to emerge was the

Scholar Psychologist. Fourteen of the forty-nine Fellows (28.6%) fell into this category. The Scholar Psychologists emphasized academic knowledge. They expressed a deep interest in their subject area and wanted to make it relevant by relating it to their students' eventual roles as adults. One described a good teacher as "a very good student of human nature and subject matter...." Another said, "A good teacher knows the subject, is sensitive to students all the time... he has to be a scholar and a psychologist." Scholar Psychologists tended to use the language of psychology, such as "helping students make connections between old and new knowledge," and "understanding the nature of adolescent development." The Scholar Psychologists were distributed across all the disciplines, and divided almost evenly between males (30%) and females (28%).

The Scholar Psychologists shared common themes in their reasons for wanting to teach. They often mentioned continued learning and scholarship in their subject area along with a desire to "serve people" or "feel fulfilled." One "loves literature and reading," another "wants to pursue studies in literature," and a third "got into teaching because I love learning." The negatives of previous work experiences were also frequently mentioned, as in "I didn't enjoy work as a chemist," or "I didn't like laboratory research." A number of the Scholar Psychologists had previously been discouraged from going into teaching by family and mentors: "My dad wouldn't pay for a degree in teaching;" "I've wanted to be a teacher since the

third grade but teaching was not respected in my family."

Explanations of the importance of their content area emphasized knowledge of the discipline as an integral part of human life. English majors described their subject as "the most important, it illuminates the human condition, involves life, death, love and hate, growing up,...choices to be made;" as "the key to understanding the ultimate expressions of the world;" as "broadening minds in ways TV cannot." They viewed literature as "one of the canons, it helps you reflect upon life or develop self identity." Social studies majors described their area as "enabling us to make more intelligent decisions...producing leaders...laying the ground work for the improvement of society;" as "fostering multiculturalism," or as "developing an appreciation for why our country is what it is." Science majors believed "everyone needs to know about their own body," and the "basics of health and everyday living;" they need to be "technologically literate" and able to "solve problems;" one stated that "science relates to everything in the world... it's practical, especially regarding the environment."

The Friendly Scholar

Eight (16.3%) of the Fellows were categorized as Friendly Scholars. Like the Scholar Psychologists, Friendly Scholars emphasized academic knowledge, expertise in their subject matter, and relevancy. They differed from Scholar Psychologists in their emphasis on teacher personality characteristics, such as sense of humor, caring, friendliness, enthusiasm and making learning

"fun." They defined good teachers as those who "know their stuff" and "communicate well," who are "in control, maintain discipline," and can "motivate" or "inspire their students to learn." Friendly Scholars were more typical of the males we studied (30%) than the females (7%). They represented all of the subject areas.

Like the Scholar Psychologists they usually mentioned their "love" for their subject matter as a reason for going into teaching, as well as the desire to "make a difference." In contrast to the Scholar Psychologists, most of the Friendly Scholars also mentioned "kids" and "a delight in seeing them learn" as important reasons for wanting to teach. They stated: "It's a delight to watch kids progress and see your own impact on someone else's life;" "I'm attracted to kids and feel that maybe I can light a light in them;" and "When you explain something to someone and you know that they understand and the light goes on in their heads, that's really a rewarding thing."

Like the Scholar Psychologists, the Friendly Scholars described the importance of their content area in terms of the importance of the discipline to life, but they put greater emphasis on personal relevance for the students. A social studies major emphasized that the social studies develop an understanding of "our current situation." He wanted to avoid the "dry facts approach and help students use knowledge to solve their present problems." Science teachers discussed their subject in terms of "appreciation and respect for life and the

environment," "developing careers," "the bottom line, biology, chemistry and physics, answer a lot of basic questions in life... I want to teach them how to learn rather than just pumping them full of facts." The math major stressed "the importance of numbers in everyday life...the importance of math for careers in science." According to the English major, "Literacy is the most important part of education." He hoped to "show kids how poetry can be recreational [and help kids see that] reading can work for them whatever they want to be."

Classroom observations help us clarify the distinctions between Scholar Psychologists and Friendly Scholars. The latter tend to create warm, friendly environments while maintaining high academic standards. Scholar Psychologists are more aloof and formal.

The Inculcator

Eight (16.3%) of the Fellows were categorized as Inculcators. Inculcators were nearly equally represented among females (17%) and males (15%). They tended to be in the areas of science or social studies. Like the Friendly Scholars and Scholar Psychologists, Inculcators emphasized academic knowledge. In contrast, most did not refer to subject matter relevance, the nature of the learner, or teacher personality characteristics that could make learning "fun." The Inculcators defined teaching as "transmitting fundamental knowledge," "imparting fundamental values," "instilling love of learning," "instilling self-esteem," "influencing student lives as a role model," and "knowledge going

from the teacher's head to students' heads and hopefully staying there."

Their reasons for wanting to teach were to inspire, transform, serve as role models and make a difference. One science major gave her reasons for going into teaching as follow: "I would like to be able to share my knowledge and experience with the community....to identify and encourage potential scientists at a younger age.... For individuals not destined to become scientists, I would like to be able to impart an appreciation for how science affects them personally...." One social studies major, formerly in business, stated that he "wanted to do something spiritual to balance out the materialism in our society."

Like the Friendly Scholars and Scholar Psychologists, the Inculcators stressed the importance of their content area as a discipline, but their emphasis was on transmitting knowledge of the discipline rather than making the content relevant or connecting with the students' personal concerns. Social studies majors stated that "it's important to make students aware of what happened in the past, present and future to know how the government and economy work;" and to "know history, geography and literature in order to be culturally literate...." One science major talked about "factual learning as really important, for instance, atoms are made up of these parts or the circulatory system works this way and you can't make it run backwards....They are there and there's just so much room for discussion."

The Facilitator of Thinking and Life Long Learning

A teaching perspective that de-emphasizes academic content is the Facilitator of Thinking and Life Long Learning. Six Fellows (12.2%) held this initial perspective. Fifteen percent of the males (two in social studies and one in foreign language) and ten percent of the females (two in foreign language and one in math) fell in this category. This group of respondents was distinct in that each one emphasized that teaching means "helping students learn how to solve problems and think through things on their own...not just rote memorization of facts." One added that "teachers should be teaching people how to learn for the rest of their lives," a theme that underlies all of the responses.

No strong trend emerged in the motivations of the Facilitators of Thinking. One decided to teach "in spite of myself and still didn't really want to be a teacher." Others said, "It might sound sappy, but I do like the idea of doing some kind of public service, and there's no way you can do that in a law firm;" and "Teaching has been on the back burner...it gives me a chance to use my knowledge and to show kids how history fits into their lives."

As might be expected, the Facilitators of Thinking emphasized "learning how to learn" in explanations of their subject area's importance. For example, "French itself is not so important...as you learn a language you learn intercultural awareness;" "Learning a foreign language exercises a whole different part of your brain than the part you use for other

kinds of processes...broadens horizons...opens eyes;" "People need to know basic math to solve basic problems just to get through life, like budgeting;" "Our democracy cannot survive without educated people who can make intelligent decisions...which is what social studies is about;" and "We need to develop informed decision makers who don't abdicate power to the government."

The Friendly Pedagogue

The Friendly Pedagogues are distinct in that they made no mention of academic content, learning, or students in their descriptions of teaching. Five Fellows (10.2%) fell into this category. Teaching was perceived in terms of teacher personality and methods of instruction such as "organization," "performance," "hard work," "control," "enthusiasm," "being a good questioner," "giving concrete examples," "doing more than just lecture," and "trying to understand why students don't understand." Ten percent of the males (one in science and one in social studies) and ten percent of the females (two in English and one in foreign language) were described as Friendly Pedagogues.

The Friendly Pedagogues tended to feel that teaching was "natural" for them. They went into teaching at the advice of friends or mentors who felt they would be "good at it."

In describing the importance of their subject area, the Friendly Pedagogues perceived the content in ways similar to the Facilitators of Thinking, as a tool for ends other than knowledge per se. Social studies was seen as "a means for creating

productive, responsible citizens...and a tool to discover knowledge and become more self-actualized." Science was compared to learning a foreign language, "You are teaching something they can use to communicate with scientists all over the world ..., and science teaches problem solving...a way of thinking that can be used in everything." English was described in terms of the "function of language...communication and literature that provides a wide range of books that are learning tools."

The Empowerer

Five of the Fellows (10.2%), were categorized as Empowerers. The Empowerers saw knowledge as being secondary in teaching. They believed "It is more important to teach kids to accept themselves and to develop their talents,...and be responsible for their actions." They emphasized values, actions, teaching people to think and to become self-actualized. They spoke about "giving students a sense of power and independence and control." Unlike the Facilitators, whose orientation was primarily intellectual, the Empowers added a social action dimension to teaching. Two Empowerers are in social studies, three are in English, and all are female. In fact 17% of all the females are Empowerers.

Like the Inculcators, the Empowerers were motivated by the desire to influence and inspire "kids," were committed to causes (e.g. fostering global perspectives), and saw themselves as role models. They differed from the Inculcators in their view of knowledge and the importance of their subject matter. While Inculcators emphasized knowledge transmission and the basics of

their disciplines, the Empowerers emphasized understanding, self knowledge and social action. Social studies is "preparation for the individual to play a role in the greater society,...fostering cultural pluralism and prejudice reduction;" "learning how to survive the economic system and use political power." Literature is "extremely important because it deals with values and emotional aspects of life and can make people more open minded and accepting of one another and improve one's critical and logical thinking;" "Literature is personalized...powerful...it leads to self knowledge and an understanding of other perspectives."

The Nurturer

Three of the Fellows (6%), all females, were categorized as Nurturers. They perceived teaching primarily in terms of interactions with the students. Teachers "listen," are "open and responsive," "sensitive," "flexible," and "attainable." One of the Nurturers was in science, another in social studies, and the third in mathematics.

In describing what attracted them to teaching all three of the Nurturers referred to previous experience as a "helper" and wanting to make a difference. One said she started to think about teaching at age 16 when she taught Sunday School to 4-5 year olds and "just loved it." She continued that teaching would allow her to make a difference with young people..."knowing a life can be better because of something you do...You've got to reach out to that child who doesn't really care if you reach out

to him or not. You can't in good conscience not try." Another also mentioned Sunday School and working with young children as important reasons for wanting to teach, and added that "I'd heard so much in the news on how bad our school systems are, how gangs and drugs were coming in, and I thought maybe I could make a difference. In my previous job anyone could have done the work. With teaching, I guess you get a lot more feeling like you've contributed to the success of students." The third Nurturer said that she had always been a good student and has enjoyed helping others with their school work since grade school. In junior high she began "teaching accordion on the side and loved it."

Similar to the Empowerers, the Nurturers described the importance of their content areas in terms of the development of the learner and social change. The science major perceived the role of school as providing an "environment for an individual to develop....I think that we all have a stake in these children. They are the future, regardless of what a cliche that is." Concerning her subject area, she said, "...I think geology ties everything together. It's so encompassing that it's a little overwhelming sometimes, talking about billions and billions of years, but it helps give you an overview of life, of evolution, of the whole development of the world. I think it's really important just to get the feel for how things come to be and how things work together." The math major saw her role to be "arousing that thirst for knowledge so that people know there are methods available to do specialized things."

## CONCEPT MAPS AS AN INDICATOR OF STABILITY IN TEACHING PERSPECTIVES

Four sets of concept maps helped us address the question of stability in teaching perspectives over a twelve month period. They also allowed us to explore the interactions between school contexts (pre-student teaching practicum school and student teaching school) and teaching perspectives. Because a full discussion of these findings is beyond the scope of this paper, we will focus on three of the seven teaching perspective types as an illustration of insights gleaned from the concept maps (See Table 3).

Table 3 displays the concept map types for individuals described as Scholar Psychologists, Inculcators, and Friendly Pedagogues. I.D. numbers showing cohort, subject area and gender are included for each person's set of maps. (Map four has not yet been collected from the third cohort).

The initial concept maps of the fourteen Scholar Psychologists tend to be Teacher Centered (N=6), Interactive (N=3) or Inculcator (N=2). In contrast, seven of their maps, drawn at the end of the intensive summer coursework, were Pedagogy; three were Unclear Jargon Clusters based on course terminology. In map 3, completed after the pre-student teaching practicum, the fourteen maps were evenly distributed across the categories. The fourth map, attained only from the nine Scholar Psychologists in cohorts one and two, repeated one or more of the previous maps in six out of the nine cases; three exceptions were

for the two initial Interactive maps and the one initial Empowerment map.

Overall, the concept maps help us to sharpen our understanding of teaching perspectives within the broad group of Scholar Psychologists. Maps identified as Inculcator, Balanced, or Teacher Centered tend to remain stable. There seems to be less stability in the concept maps of Scholar Psychologists whose initial maps are Interactive. While most of the Scholar Psychologists focus on pedagogy or course terminology in their second maps, they tend to return to their original conception of teaching by the fourth map.

In contrast to the diversity of concept maps of Scholar Psychologists, the eight Inculcators' maps are more homogeneous and stable. Of the twenty-eight maps obtained, eleven were Inculcator and ten were Teacher Centered. With the exception of one individual's maps (I.D. 1/1/1), the map stability for each Inculcator over time is remarkable--all the maps in groups 1,3, and 4 are Teacher Centered or Inculcator. As with the Scholar Psychologists, Pedagogy appears most frequently in map 2.

Concept maps among the Friendly Pedagogues are also characterized by stability over time. Their maps are either Teacher Centered, Pedagogy or Balanced.

Several themes emerge out of these findings. Furthermore, these themes are supported by the concept maps associated with the four teaching perspectives not represented in Table 3: 1) Teacher Centered maps are found across all perspective types; 2)

Inculcator maps do not appear among the Friendly Pedagogues, Empowerers, or Nurturers and very few (2 out of 22) appear in maps drawn by the Facilitators of Thinking and Life Long Learning; 3) Balanced maps tend to characterize the Facilitators of Thinking and Life Long Learning; 4) Pedagogy emerges in map 2 for all seven types and is usually the predominant category for map 2; 5) the greatest diversity is found in map 3 across the teaching perspective types; 6) individuals who draw an initial Empowerment map tend to express negative feelings about school/community constraints in their third and/or fourth concept map.

## DISCUSSION

### TEACHING PERSPECTIVES AS A COLOR WHEEL

One way of visualizing our general stance toward teaching perspectives is the color wheel (See Figure 1). The largest and least distinct category, the Scholar Psychologist, lies at the center of the wheel as a murky blend of colors. It is surrounded by three "pure" (primary) types (i.e., the Inculcators, the Friendly Pedagogues and the Empowerers) and by three "blended" (secondary) types (i.e., Facilitators of Thinking and Life Long Learning, Nurturers, and Friendly Scholars). While there are some "pure" and distinct teaching perspectives, perspectives come in "shades."

Like colors next to each other on the color wheel (e.g., orange, red, and purple), adjacent teacher perspectives share some common characteristics. For example, Scholar Psychologists,

Friendly Scholars and Inculcators all emphasize the importance of content knowledge; Nurturers, Empowerers and Facilitators all emphasize the emotional and/or intellectual development of the learner; Friendly Scholars, Friendly Pedagogues and Nurturers emphasize friendly relationships with students: and Friendly Pedagogues, Nurturers and Empowerers all emphasize process over content knowledge. No color (or perspective) is "better" or "best," though some shades may clash with some school contexts and harmonize with others.

TEACHING PERSPECTIVES AND GENDER

Overall, females represent greater diversity and a broader range of teaching perspectives than males. There were no male Empowerers or Nurturers, and few overall. It raises the question, are these perspectives uniquely female? Another major gender difference was with Friendly Scholars (FS). We wondered, why were the Friendly Scholars mostly males? Two categories, Scholar Psychologists (SP) and Friendly Scholars (FS), account for 60% of all males.

No great gender differences were discovered for Scholar Psychologists (SP), Inculcators (I), Facilitators of Thinking (FT) or Friendly Pedagogues (FP). Fifty-two percent of the females and seventy-five percent of the males have perspectives distinguished by an emphasis on content area knowledge (i.e., Scholar Psychologists (SP), Friendly Scholars (FS), or Inculcator (I)). Twenty-five percent of the males and forty-seven percent of the females have perspectives distinguished by emphasis on

other dimensions of teaching (e.g., teaching thinking skills, methods of instruction, encouraging social action, and caring).

TEACHING PERSPECTIVES AND SUBJECT AREA

Eleven of the thirteen science majors emphasized knowledge of content (SP, FS, I). There was one Friendly Pedagogue, a male, and one Nurturer, a female.

Among the fourteen social studies majors, eight emphasized knowledge of content (SP, FS, I). Two (both males) emphasized Facilitating Thinking and Life Long Learning, and two (both females) were described as Empowerers.

Nine of the fourteen English majors emphasized knowledge of content (SP, FS, I). Of the remaining five, all females, two were described as Friendly Pedagogues (FP) and three were Empowerers.

In contrast to the science and social studies majors, only one of the five foreign language majors emphasized knowledge of content. Three were described as Facilitators of Thinking and Life Long Learning, and one as a Friendly Pedagogue. Two of the math majors, both female, emphasized process over content (FT, N), while the two males emphasized content (SP, FS).

Thus far we have emphasized knowledge of content as a central component in teaching perspectives across the five content areas represented, especially among males. This is not unexpected among prospective middle and secondary school teachers who already hold degrees in their chosen disciplines. But equally important is the finding that only 16% of the Fellows are

"pure" Inculcators; another 48% stress connections between the content and students (e.g.SP and FS). The remaining Fellows stress instructional or interpersonal process, thinking, or social action. Overall, we seem to be attracting people who are as interested in students as they are in their discipline.

## IMPLICATIONS FOR TEACHER EDUCATORS

Our work thus far has shown us that students enter our program with a variety of teaching perspectives. We have also discovered that the cohorts differ somewhat in their perspectives (e.g., there are no Empowerers in the third cohort, and Facilitators of Thinking and Life Long Learning appear only in Cohort 2). These findings suggest that teacher education programs should be flexible and personalized; especially in field placements, self reflection, components, and the study of alternative models of teaching.

We find that students can benefit from the program no matter what their initial teaching perspectives are. As teacher educators, we do not see our mission as altering perspectives. Rather, we believe it is helping students gain insight into their teaching perspectives. The next step is considering how their perspectives interact with various school contexts and harmonize or clash with them. In some school contexts students may need to modify their approach to teaching. For example, Nurturers might be expected to stress content knowledge more fully in an advanced placement class, and Inculcators might be more successful if they make connections between course content and their students'

lives. Follow-up seminars and retreats held during the first few years of teaching offer us the opportunity to share research findings and enable teachers to participate actively in their own socialization process.

Other implications pertain to the practicum and student teaching placements. First, with those whose perspectives are less clearly defined (i.e. inconsistency among concept maps and/or between maps and interview data) we need to be especially careful in our choice of mentors and role models. Individuals with less consistent perspectives appear to be particularly susceptible to the influence of the school context and tend to model their mentor teachers' styles even when they are incompatible with their own. For example, in one of two cases of "tentative" Nurturers the positive mentor match has facilitated the Fellow's growth as a teacher. The less compatible match has led to the Fellow's adoption of a drill and practice approach, at least initially, and has resulted in undue stress and fatigue for her.

Second, since it is mostly Empowerers whose final concept maps reflected negative aspects of their student teaching contexts (e.g. absenteeism, administrative tasks, lack of parental involvement), they need to be closely monitored during their field experiences. Their initial idealism seems to clash with the realities of school life. Perhaps more than others, Empowerers need opportunities to discuss the constraints that exist in the school context along with ways of mediating these

conditions.

Third, with Inculcators it may be necessary to set clearer expectations for student teaching. For example, a lesson based on collaborative learning or thinking skills might be required, and Inculcators should probably be placed in school contexts where they can at least be exposed to a variety of approaches. Otherwise, the placement of an Inculcator Fellow with a like-minded mentor will probably only reinforce an initial Inculcator perspective.

Fourth, although the teacher educator's role is not to act as a judge of teaching perspectives, the pitfalls of certain perspectives in certain school contexts should be made clear to teachers. Our initial phase of follow-up research during the first two years of teaching suggests that the pitfalls are sometimes evident among Nurturers who have difficulty establishing a "presence," among Inculcators who depend upon control mechanisms in the absence of engaging lessons, and among Pedagogues whose lessons contain little of substance. Potential pitfalls, as well as strengths, are associated with all of the teaching perspectives we have identified and studied thus far.

Generally, most of the Fellows, regardless of their perspective, share an altruistic motivation for teaching. This commonality across perspectives has both positive and negative potential. On the one hand, we are attracting individuals who are deeply committed to making a difference. They work very hard at their planning; many have made personal sacrifices to enter

the profession. On the other hand, these same individuals may become disillusioned when they don't see positive results from their efforts. The Fellows also tend to share an emphasis on their subject area. We see our major role as helping them transform their content expertise into pedagogical expertise.

Common themes also emerged from the concept maps. Although the impact of coursework was evident on map 2, it appears transitory unless we reinforce connections between theory and practice during field experiences. The tremendous diversity among the third maps shows that this is a chaotic period in the development of our students, triggered by the intense practicum experience. But we find that after a semester of student teaching, the maps once again stabilize.

## CONCLUSION

This longitudinal study has identified seven teaching perspectives based on qualitative analysis of interviews, observations and concept maps. We don't know whether these perspectives will emerge in other settings or even in our Fourth Cohort. As we've already discovered, the perspectives of each cohort are unique in some respects.

As we pursue what we feel is a promising beginning in helping us understand how our students develop as teachers, particularly how their perspectives interact with school contexts, we are faced with some puzzling questions. Assuming that teaching perspectives do make a difference in our students' socialization, is it beneficial to us or to them to identify

their initial perspectives as soon as possible? Would this insight give our students greater control over their own growth process? Would our own research and instruction be colored by our early awareness of their perspectives? Thus far, our research and teaching have been complementary and interactive. If our future students are to benefit from what we have learned, we are left with the question of how our research can best continue.

TABLE I

DESCRIPTION OF MAP CATEGORIES

I. TEACHER CENTERED

Teaching is expressed in terms of knowledge teachers need, e.g., knowledge of self, subject, students; personal qualities of teachers, e.g., inspiring, enthusiastic, motivating; and roles and responsibilities, e.g. control, preparation and management.

II. PEDAGOGY

Teaching is expressed in terms of teaching strategies and/or the program's decision making model, e.g., checking for understanding, attention grabbers, clarity of examples.

III. INTERACTIVE

Teaching is expressed in terms of interactions between teachers and learners e.g., sharing, relationships. Maps may show intersecting circles and double-ended arrows.

IV. TEACHING AS A PROFESSION

Teaching is expressed in terms of abstract,impersonal job-related factors, e.g., rewards, types of school, requirements, credentials.

V. EMPOWERMENT

Teaching is expressed in terms of social change, empowerment/self-actualization of students and social

issues, e.g., literacy, social equality, world peace.

VI. INCULCATION

Teaching is expressed in terms of knowledge, information, values and behaviors flowing from the teacher to the students, e.g., knowledge transmission, absorption of information. Maps often use directional arrows pointing from teacher to learner.

VII. BALANCE

Teaching is expressed in terms of subject matter knowledge, nature of the learner, pedagogy, and classroom/school/community context.

VIII. KNOWLEDGE FACILITATOR

Teaching is expressed in terms of developing thinking skills to facilitate future knowledge acquisition among students.

IX. CLASSROOM CONTEXT (only Map 4)

Teaching is expressed in terms of classroom, school, and/or community factors that impinge negatively on the teacher, e.g., unmotivated disruptive students, poor administration, irritating classroom interruptions, lack of parental support.

X. JARGON CLUSTER

Teaching is expressed in terms of course terminology with no apparent relationships among the terms, e.g. lists of multicultural concepts, circles of words from education courses.

Table 2

## TEACHER PERSPECTIVES BY GENDER AND SUBJECT AREA

| PERSPECTIVE | FEMALES (N-29) | | | | | | MALES (N-20) | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | SCIENCE | SOCIAL STUDIES | ENGLISH | FOREIGN LANGUAGE | MATH | % | SCIENCE | SOCIAL STUDIES | ENGLISH | FOREIGN LANGUAGE | MATH | % |
| SCHOLAR PSYCHOLOGIST | 3 | 1 | 4 | | | 28% | 1 | 2 | 2 | | 1 | 30% |
| FRIENDLY SCHOLAR | 1 | | | 1 | | 7% | 2 | 2 | 2 | | 1 | 30% |
| INCULCATOR | 3 | 2 | | | | 17% | 1 | 1 | 1 | | | 15% |
| FACILITATOR OF THINKING | | | | 2 | 1 | 10% | | 2 | | 1 | | 15% |
| FRIENDLY PEDAGOGUE | | | 2 | 1 | | 10% | 1 | 1 | | | | 10% |
| EMPOWERER | | 2 | 3 | | | 17% | | | | | | |
| NURTURER | 1 | 1 | | | 1 | 10% | | | | | | |

Table 3

## CONCEPT MAPS WITHIN THREE TEACHING PERSPECTIVE TYPES

**I.D. Codes:**

| Cohort # | Subject Area | Gender |
|---|---|---|
| 1 | 1 - Science | 1 - Female |
| 2 | 2 - Social Studies | 2 - Male |
| 3 | 3 - English | |
| | 4 - Foreign Language | |
| | 5 - Math | |

**TYPE I - SCHOLAR PSYCHOLOGIST**

| I.D. CODE | MAP 1 | MAP 2 | MAP 3 | MAP 4 |
|---|---|---|---|---|
| 1/1/1 | Teacher Centered | Balanced | Inculcator | Inculcator |
| 1/2/1 | Pedagogy | Pedagogy | Pedagogy | Pedagogy |
| 1/3/2 | Interactive | Jargon Cluster | Empowerment | Negative School Context |
| 1/3/1 | Empowerment | Pedagogy | Empowerment | Balanced |
| 1/3/1 | Interactive | Pedagogy | Balanced | Balanced |
| 2/3/2 | Teacher Centered | Pedagogy | Balanced | Balanced |
| 2/2/2 | Teacher Centered | Inculcator | Pedagogy | Inculcator |
| 2/2/2 | Teacher Centered | Pedagogy | Empowerment | Teacher Centered |
| 2/5/2 | Inculcator | Jargon Cluster | Teaching as a Profession | Inculcator |
| 3/3/1 | Inculcator | Jargon Cluster | Teacher Centered | No Map |
| 3/3/1 | Balanced | Inculcator | Jargon Cluster | No Map |
| 3/1/1 | Teacher Centered | Pedagogy | Jargon Cluster | No Map |
| 3/1/1 | Interactive | Teacher Centered | Interactive | No Map |
| 3/1/2 | Teacher Centered | Pedagogy | Pedagogy | No Map |



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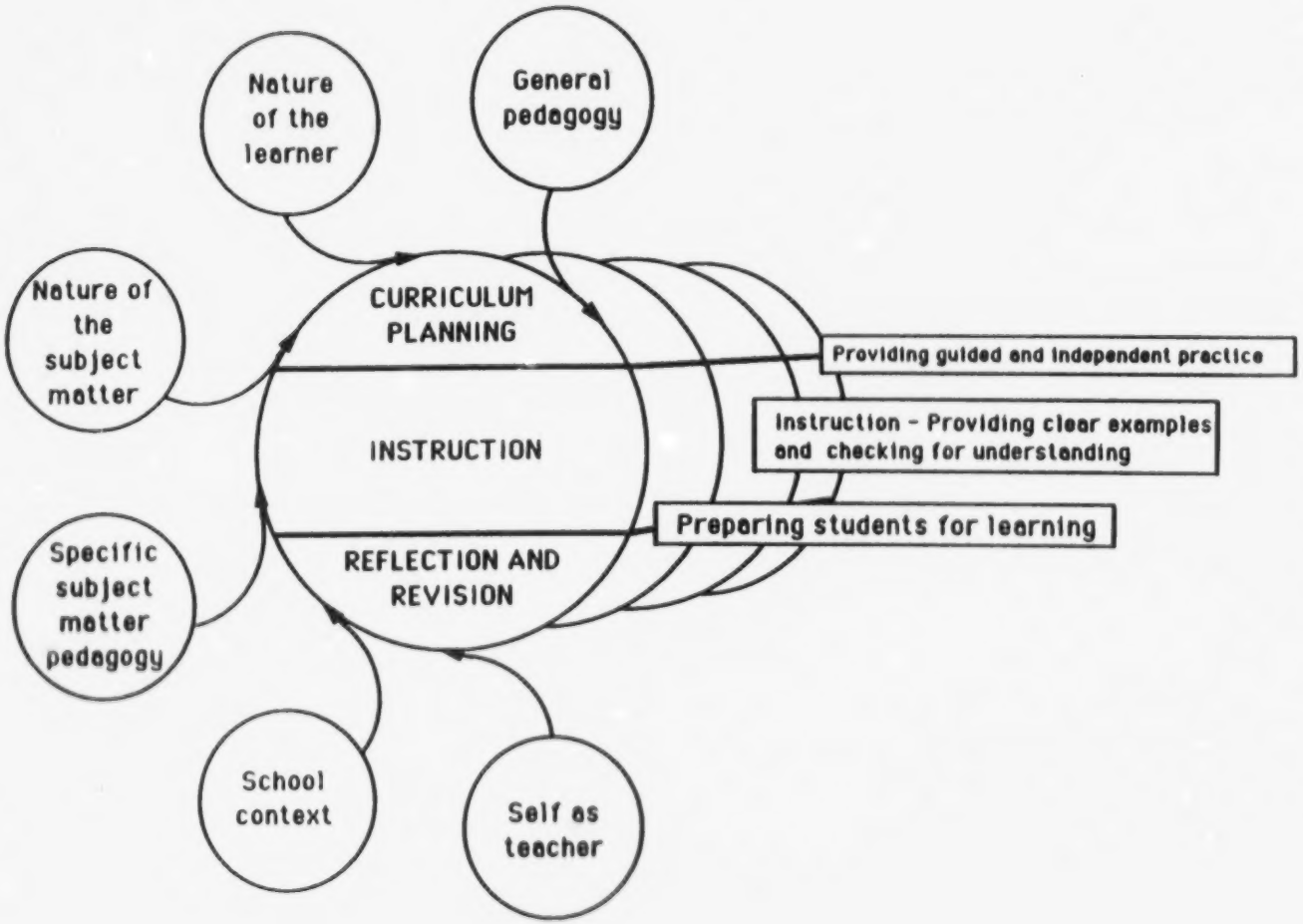
**TYPE II - INCULCATOR**

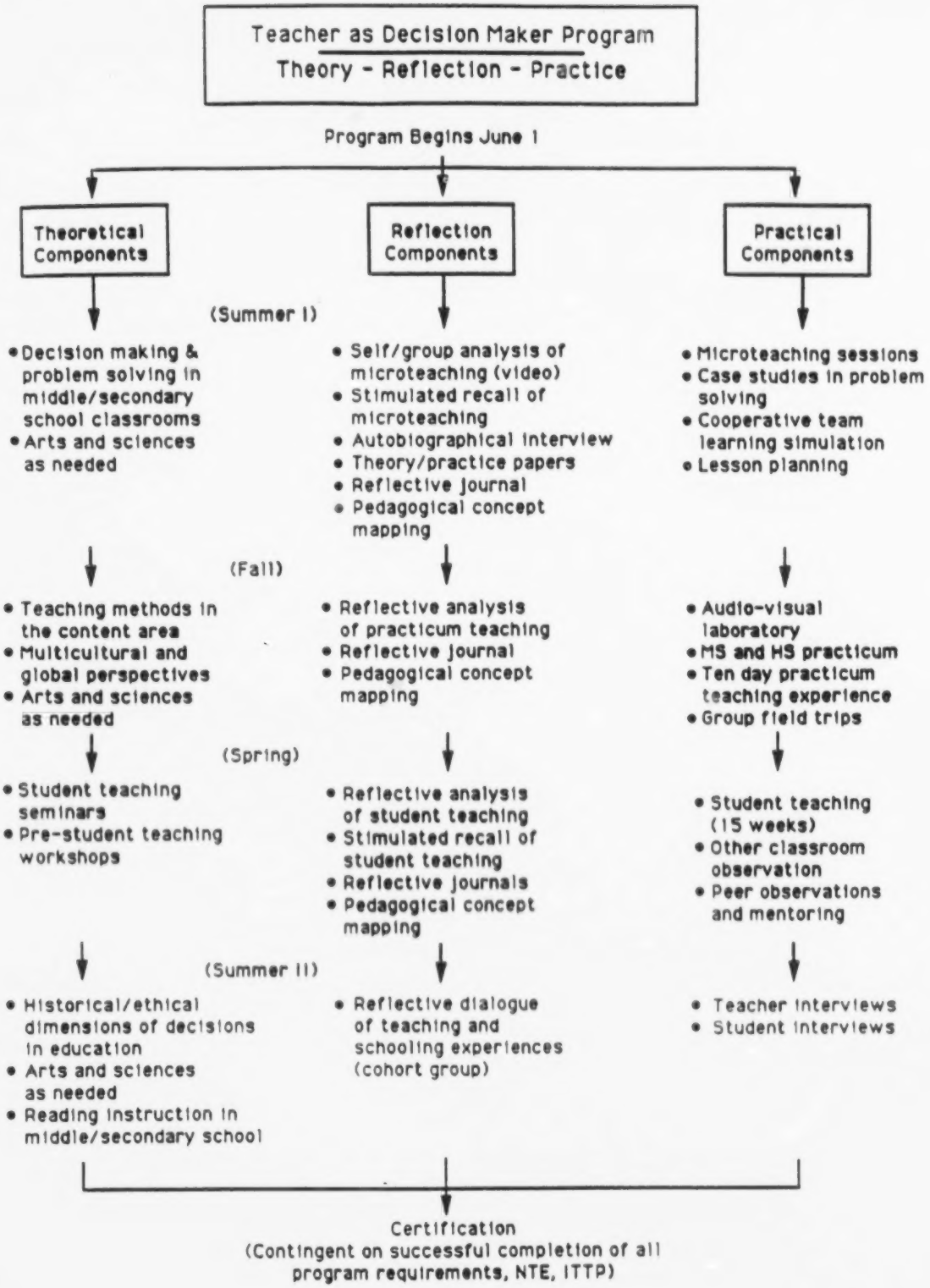
| I.D. CODE | MAP 1 | MAP 2 | MAP 3 | MAP 4 |
|---|---|---|---|---|
| 1/1/1 | Empowerment | Teacher Centered | No Map | Negative School Context |
| 1/1/1 | Teacher Centered | Pedagogy | Teacher Centered | Teacher Centered |
| 1/2/2 | Inculcator | Pedagogy | Inculcator | Teacher Centered |
| 1/2/1 | Inculcator | Inculcator | Inculcator | Inculcator |
| 1/2/1 | Teacher Centered | Inculcator | Teacher Centered | Inculcator |
| 3/1/2 | Teacher Centered | Pedagogy | Teacher Centered | No Map |
| 3/3/2 | Inculcator | Pedagogy | Teacher Centered | No Map |
| 3/1/1 | Inculcator | Inculcator | Pedagogy | No Map |

**TYPE III - FRIENDLY PEDAGOGUE**

| I.D. CODE | MAP 1 | MAP 2 | MAP 3 | MAP 4 |
|---|---|---|---|---|
| 2/2/2 | Teacher Centered | Pedagogy | Pedagogy | Pedagogy |
| 2/1/2 | Teacher Centered | Pedagogy | Teacher Centered | Pedagogy |
| 3/3/1 | Pedagogy | Pedagogy | Teacher Centered | No Map |
| 3/4/1 | Balanced | Balanced | Balanced | No Map |
| 3/3/1 | Teacher Centered | Teacher Centered | Teacher Centered | No Map |




Teaching as decision making: Areas of knowledge and skill that influence teaching decisions (The Teacher as Decision Maker Program's conceptual framework, 1988)


Teacher as Decision Maker Program
Theory - Reflection - Practice
Program Begins June 1
Theoretical Components
Reflection Components
Practical Components
(Summer I)
• Decision making & problem solving in middle/secondary school classrooms
• Arts and sciences as needed
• Self/group analysis of microteaching (video)
• Stimulated recall of microteaching
• Autobiographical interview
• Theory/practice papers
• Reflective journal
• Pedagogical concept mapping
• Microteaching sessions
• Case studies in problem solving
• Cooperative team learning simulation
• Lesson planning
(Fall)
• Teaching methods in the content area
• Multicultural and global perspectives
• Arts and sciences as needed
• Reflective analysis of practicum teaching
• Reflective journal
• Pedagogical concept mapping
• Audio-visual laboratory
• MS and HS practicum
• Ten day practicum teaching experience
• Group field trips
(Spring)
• Student teaching seminars
• Pre-student teaching workshops
• Reflective analysis of student teaching
• Stimulated recall of student teaching
• Reflective journals
• Pedagogical concept mapping
• Student teaching (15 weeks)
• Other classroom observation
• Peer observations and mentoring
(Summer II)
• Historical/ethical dimensions of decisions in education
• Arts and sciences as needed
• Reading instruction in middle/secondary school
• Reflective dialogue of teaching and schooling experiences (cohort group)
• Teacher interviews
• Student interviews
Certification
(Contingent on successful completion of all program requirements, NTE, ITTP)

Overview of the Teacher as Decision Maker Academic and Related Clinical and Field Experiences

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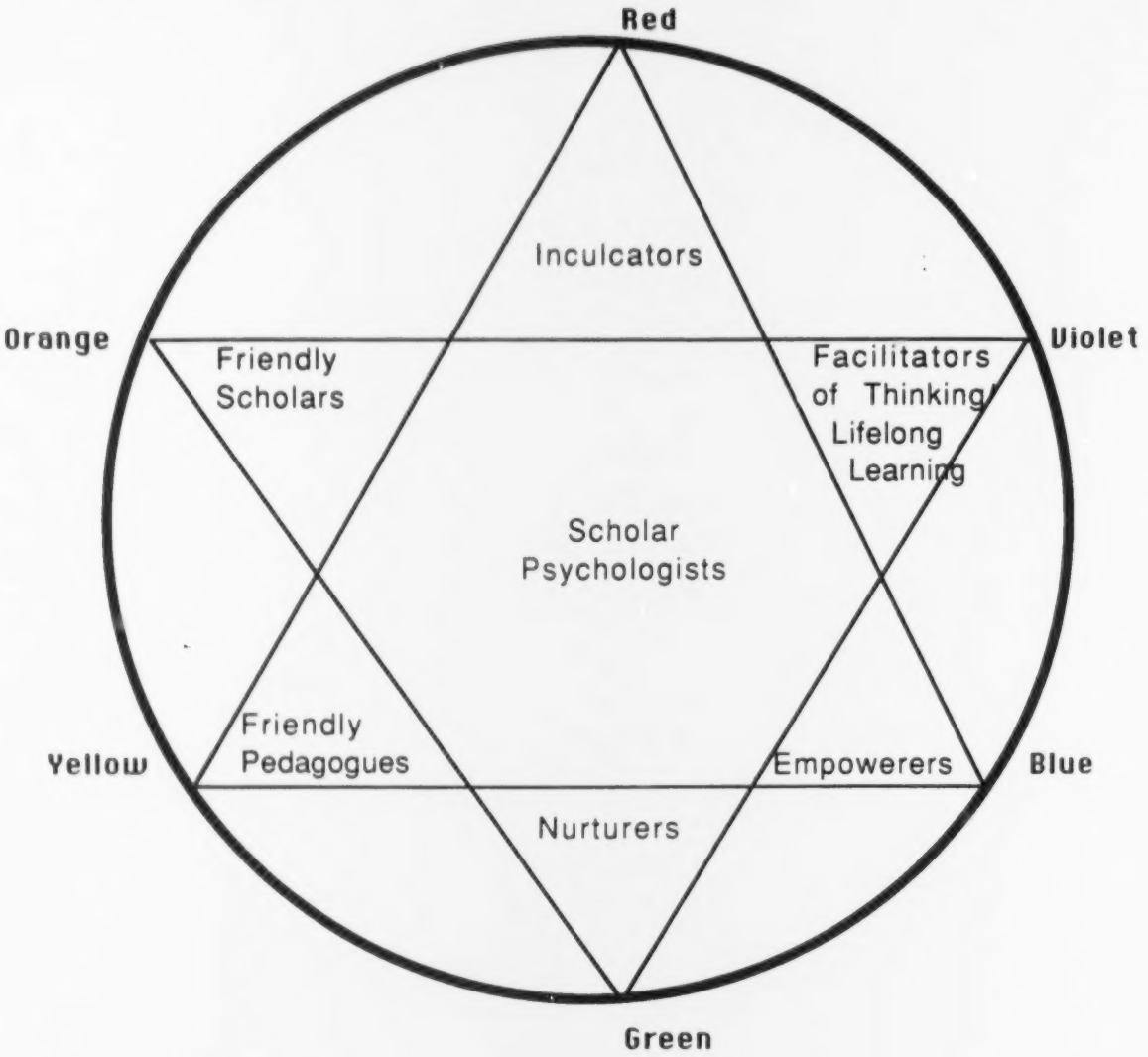


Appendix

Teaching Perspectives as a Color Wheel

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